

Working With Grammar Gold Edition

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For Writing and Grammar Aficionados from All Walks of Life This deluxe edition contains the complete contents of "The Little Red Writing Book" and "The Little Gold Grammar Book." Whereas writing is based on principles in which writing is deemed better or worse, more effective or less effective grammar is based on rules, in which writing is deemed right or wrong, correct or incorrect. With coverage of the most useful writing principles and the most commonly encountered rules of grammar, "The Little Red Writing Book Deluxe Edition" is an invaluable guide for anyone who wants to master those skills that will make a good writer even better. Enjoy the benefits of your own self-paced writing course: Writing has four pillars structure, style, readability, and grammar and each pillar is like the single leg of a sturdy chair. *Structure relates to organization and deciding in which order to present your ideas. Learn how to choose the best writing structure to develop your ideas, how to break your writing topic into two to four parts, and how to write with a top-down approach. *Style describes how one writes, including how to use specific examples to support what is written. Learn how to make writing more simple, powerful, and vivid. Understand how to vary sentence beginnings, how to create a formal and informal tone, and how to keep writing gender neutral. *Readability focuses on presentation and how to make your document visually pleasing and easy to read. Learn how to make key words stand out, how to use headings and headlines to frame writing, and how to increase the use of white space to allow your document to breathe. *Grammar is about expressing language in a correct and acceptable form. Review the rules of grammar in terms of six common categories (subject-verb agreement, pronoun usage, modification, parallelism, comparisons, and verb tenses), and use short exercises and problems to help integrate key concepts of grammar, diction, idioms, and style. *Also included are special sections on editing tips and

punctuation, America English vs. British English, and traditional writing vs. digital writing. Author's bio: Brandon Royal is an award-winning writer whose educational authorship includes "The Little Red Writing Book, The Little Gold Grammar Book, The Little Green Math Book, The Little Blue Reasoning Book, " and "Reasoning with Numbers." During his tenure working in Hong Kong for US-based Kaplan Educational Centers a Washington Post subsidiary and the largest test-preparation organization in the world Brandon honed his theories of teaching and education and developed a set of key learning principles to help define the basics of writing, grammar, math, and reasoning. A Canadian by birth and graduate of the University of Chicago's Booth School of Business, his interest in writing began after completing writing courses at Harvard University. Since then he has authored a dozen books and reviews of his books have appeared in "Time Asia" magazine, "Publishers Weekly, Library Journal of America, Midwest Book Review, The Asian Review of Books, Choice Reviews Online, Asia Times Online, " and About.com. Brandon is a five-time winner of the International Book Awards, a five-time gold medalist at the President's Book Awards, as well as a winner of the Global eBook Awards, the USA Book News Best Book Awards, and recipient of the 2011 Educational Book of the Year award as presented by the Book Publishers Association of Alberta. Appropriate for its audience of ambitious students and professionals those who have plenty of brains, but need a little brush-up with the pen. --Publishers Weekly Online Reviews

The key features of the workbook are: Consolidates the Student's Book lessons with targeted practice, unit by unit Additional practice of reading, writing, speaking, listening and use of English skills Extensive grammar and vocabulary practice Complete practice exam in Unit 10 Designed for independent study at home and practice in class Audio for listening lessons available on the Student's App

"Thiru V.P. Kannan has brought out a nice manual covering all the aspects of grammar in a comprehensive manner with copious examples and adequate exercises. This book will be of immense help to the students ... deliberately made very simple to enhance the grasping of rural students" Dr. V. IRAI ANBU, I.A.S. "How we say something can be as important as what we say ... Ungrammatical communications lack clarity ... The book is indeed comprehensive ... Students will find English Grammar (Simple, Practical yet Comprehensive) very helpful as they work to improve their skill in English grammar. Dr. Carl Perrin, Ph. D., Lakewood, NJ, USA "Unlike the conventional books, the book is well structured with units, wholesome by themselves and arranged in a logical sequence ... a boon not only to students but also to learners of English language at all levels as the book is planned and designed in the most practical and natural way." Dr. S. SHANMUGIAH, M.A., Ph.D. Registrar, Tamil Nadu Open University, Chennai "I appreciate his (author's) initiative in working out a scheme of learning English that is interesting and easy to pursue ... it enables the learner to move from the basic to the advanced and achieve mastery by correct and consistent practice ... I commend the book to every teacher and learner." Prof. R. RAJA GOVINDASAMY, M.A., M.A. (USA) Principal, Thiagarajar College, Madurai "Each topic is dealt with utmost care ... I am confident that this book will prove to be an asset to students and teachers. It will also be a source of support and guidance for parents who wish to prepare their wards for the examination and also help them to develop their proficiency in English Grammar." Mrs. FELICIA AUGSTINE, M.A., M.Ed. Academic Supervisor, Dept. of

English, SBOA School & Junior College, Chennai

The Little Gold Grammar Book helps readers build essential grammar and writing skills and is suitable for the everyday student, test-prep candidate, or working professional in need of a refresher course. In addition to covering the basics of grammar, diction, and idioms, this book includes 30 multiple-choice problems to help integrate key concepts. Special sections include editing tips and punctuation, American English vs. British English, and traditional writing vs. digital writing.

The Student's Book contains: ? Ten units: Nine topic-based units divided into eight main teaching lessons, plus video, project, independent learning, wordlist and unit check. The tenth review unit provides revision of language and skills in exam task format. In A1 to B1+, a starter unit reviews language students should be familiar with before starting that level. ? Training and practice for the exam is seamlessly integrated into every lesson. ? Exam-like tasks are marked with an icon for ease of identification. ? Additional examples of vocabulary sets in the back of the book from A2. ? Students explore topics, collaborate and present back to the class in the end of unit projects. ? Independent learning sections (from A2) help them become more successful learners. ? Detailed grammar and language explanations, plus a full page of practice activities for every unit. ? Exam-related help and useful language for productive tasks

This book introduces formal grammar theories that play a role in current linguistic theorizing (Phrase Structure Grammar, Transformational Grammar/Government & Binding, Generalized Phrase Structure Grammar, Lexical Functional Grammar, Categorical Grammar, Head-?Driven Phrase Structure Grammar, Construction Grammar, Tree Adjoining Grammar). The key assumptions are explained and it is shown how the respective theory treats arguments and adjuncts, the active/passive alternation, local reorderings, verb placement, and fronting of constituents over long distances. The analyses are explained with German as the object language. The second part of the book compares these approaches with respect to their predictions regarding language acquisition and psycholinguistic plausibility. The nativism hypothesis, which assumes that humans possess genetically determined innate language-specific knowledge, is critically examined and alternative models of language acquisition are discussed. The second part then addresses controversial issues of current theory building such as the question of flat or binary branching structures being more appropriate, the question whether constructions should be treated on the phrasal or the lexical level, and the question whether abstract, non-visible entities should play a role in syntactic analyses. It is shown that the analyses suggested in the respective frameworks are often translatable into each other. The book closes with a chapter showing how properties common to all languages or to certain classes of languages can be captured. This book is a new edition of <http://langsci-press.org/catalog/book/25> and <http://langsci-press.org/catalog/book/195>.

The Anarchist's Guide to Grammar: "Banish the "rules" of grammar in the U.S.!" is the revolution called for by author Val Dumond. "Scary? Of course, but drastic measures must be taken. Just look at the state of language today! The time is now! Stand up and reclaim it!" "We've been taking U.S. language for granted," claims this long-time writer. We make several assumptions: 1) that we have a language called "Proper English"; 2) that a set of "rules" lies in some mysterious place, written by some mysterious

authority; 3) that one must follow those "rules" to speak and write correctly. Not so! The time has arrived to banish what we call "rules" and expose the assumptions." Dumond asks: What would happen if we all spoke the language of our heritage? We would quickly learn the sound of the Tower of Babel - since US-language has come about by combining languages from (at least) 150 countries around the world. As immigrants enter the country, they bring with them new ideas, cultures, foods, music, and language. As they become settled, they combine their culture with US-ers, thus enriching all of us in the United States, including our language. In an amusing Introduction, Val explains how we have assumed there exists an incontrovertible set of grammar "rules" to be followed in order to speak proper, correct, good English. "We're not in England anymore!" she points out. Oh yes, we started out with British "rules," but as we declared our independence, language changed, and continues to change. Do you really understand ordinary British English? Numerous pundits over time have drawn up what they consider the "rules" of grammar and forced them on their students. Yet, when those students run up against someone who studied a different set of "rules," confusion and doubt rear their heads. Must we in the U.S. speak "proper English" or do we have a language all our own? After clarifying the conundrum of US-language, Dumond offers guidelines to aid writers in determining what constitutes understandable language. Those guidelines don't depend on memorizing all the crazy names for the parts of language, but rather the guidelines focus on how those parts function. Nouns and pronouns become Things; adjectives and adverbs become Modifiers; punctuation becomes Rules of the Road - all presented in easily understood language, with examples to boot. Included in the guidelines are ways to decide which nouns to capitalize how to discern the difference between plural and possessive nouns how pronouns perform ways to vary word modifiers how to add modifying phrases and clauses use of the little words that serve as the glue to connect words into sentences how to use the dots, dashes, and curly cues we call punctuation. But she doesn't stop there. Writers will especially enjoy the freedom offered to create new words and put together sentences and paragraphs. She offers suggestions to use numbers and inclusive language, as well as offering four ways to improve spelling. The solution to the confusion of US-language seems so simple. Look at the "rules" that come close to your interpretation, then modify them to make them work for you. Set up Your Style Manual, rather than depend on style manuals put together according to some other group's interpretations. And she shows you how. All this is included in *The Anarchist's Guide to Grammar*: toss out the assumptions, clarify them, pick up some basic, helpful guidelines, and write with power and assurance. No longer will you need to ask, "What are the rules for writing Proper English?" At last, you'll understand why there aren't any. At last you can write your own guidelines.

By the time he is twelve, Frank Levy understands that to attain his wishes, he must depend upon himself. In the young adult edition of *Life with an Accent* we meet Levy as a happy toddler oblivious to political dangers. Seeking safety, in 1936 his family moves from Germany to the British Mandate of Palestine. Ten years later they emigrate to America to be with grandma. Again, Levy must change languages, cultures, even his name. With every effort to adapt, he sees that the history we live through matters. "Interesting", "practical" and "unique" are the right words for describing this grammar book. This book not only introduces the fundamental knowledge about the Chinese language but also, and more importantly, reveals the reasons behind the principles and

rules, which helps learners to understand this language and apply the grammar rules well. Contents CHAPTER 1 Preparing to Start 1.1 A New Perspective 1.2 Chinese Language, Dialect, and Mandarin Chinese 1.3 Chinese Character, Simplified Character, and Traditional Character 1.4 Pronunciation, Tone, and Pinyin CHAPTER 2 Secrets of Combination 2.1 Concepts and Mechanisms 2.2 Three Basic Types of Combining Processes 2.3 Know More, Do More Chapter 3 Detailed Types of Combining Processes 3.1 Concepts and Mechanisms 3.2 Combining between Nouns 3.3 Combining between Verbs 3.4 Combining between Adjectives 3.5 Combining between a Noun and an Adjective 3.6 Combining between a Noun and a Verb 3.7 Combining between a Verb and an Adverb 3.8 Know More, Do More Chapter 4 Multiple Combining Processes 4.1 Concepts and Mechanisms 4.2 Logical Relations and Combining Sequences 4.3 Details and Skills 4.4 Know More, Do More Chapter 5 Structures and Gradations 5.1 Intermissions 5.2 Structure-Marking Words 5.3 Relation-Marking Words 5.4 Know More, Do More Chapter 6 Words in Special Types 6.1 Words as Affixes 6.2 Words as Reduplication 6.3 Words as Sounds Imitations 6.4 Words as Abbreviations 6.5 Chinese Idioms Chapter 7 Quantities, Times, and Places 7.1 To Describe Numbers and Quantities 7.2 To Describe Times 7.3 To Describe Places Chapter 8: About Sentences 8.1 Concepts and Mechanisms 8.2 Consistency in Combining Principles and Rules Chapter 9 To Make Comments and Descriptions 9.1 Concepts and Mechanisms 9.2 To Make Comments about Objects 9.3 To Describe Properties of Objects 9.4 To Describe Definitions 9.5 To Make Comparisons and Conclusions Chapter 10 To Describe Existence 10.1 Concepts and Mechanisms 10.2 To Describe Existence in General Statuses 10.3 To Describe Existence in Specific Statuses Chapter 11 To Describe Acts 11.1 Concepts and Mechanisms 11.2 To Describe Issuers and Acts 11.3 To Describe Acts and Receivers 11.4 To Describe Issuers, Acts, and Receivers 11.5 Special Sentence Structures Chapter 12 To Raise Questions: Yes or No 12.1 Concepts and Mechanisms 12.2 To Apply Interrogative Words 12.3 To Apply Reduplicative Structures 12.4 To Apply Independent Structures Chapter 13 To Raise Questions: Ask for Details 13.1 Concepts and Mechanisms 13.2 To Inquire about Unknown People 13.3 To Inquire about Unknown Things 13.4 To Inquire about Unknown Acts 13.5 To Inquire about Unknown Places 13.6 To Inquire about Specific Unknown Objects 13.7 To Inquire about Unknown Statuses 13.8 To Inquire about Unknown Reasons 13.9 To Inquire about Unknown Quantities 13.10 To Inquire about Unknown Times 13.11 Know More, Do More Chapter 14 Past, Present, and Future 14.1 Concepts and Mechanisms 14.2 Tense of Present Indefinite 14.3 Tense of Past Indefinite 14.4 Tense of Future Indefinite 14.5 Tense of Present Continuous 14.6 Tense of Past Continuous 14.7 Tense of Future Continuous 14.8 Tense of Present Perfect 14.9 Tense of Past Perfect 14.10 Tense of Future Perfect 14.11 Know More, Do More Chapter 15 Start, End, and Span 15.1 Concepts and Mechanisms 15.2 To Describe a Specific Point 15.3 To Describe a Span 15.4 Know More, Do More Chapter 16 Connection and Integration 16.1 Concepts and Mechanisms 16.2 To Specify Coordinating Relationships 16.3 To Specify Progressive Relationships 16.4 To Specify Adversative Relationships 16.5 To Specify Conditional Relationships 16.6 To Specify Cause-and-Effect Relationships 16.7 To Specify Objective Relationships 16.8 To Apply Independent Reminding Words 16.9 Know More, Do More

Vols. for 1871-76, 1913-14 include an extra number, The Christmas bookseller, separately paged and not included in the

consecutive numbering of the regular series.

A guide on how to render one's writing readable, concise, convincing, and grammatically correct features exercises and detailed answers that explain common errors in punctuation, style, and grammar.

The American Experience and The British Tradition enable your students to connect literature with historical content. Special features such as Focus on Literary Forms, The Emerging American Identity and The Story of Britain keep students engaged as they experience both American and British literature within rich historical backdrops.

The Da Vinci Poems, the second book of poetry produced by artist and writer Anthony (Tony) Crisafulli, is inspired by the classic Italian fables that can be found scribed throughout Da Vinci's famous notebooks. I had been doing research on Da Vinci's Last Supper when I came across some fables in his notebooks. They were delightful but surprisingly dark parables that seemed to speak directly to the Renaissance as well as to the present time. They were truly amazing and showed a dimension of Da Vinci that I had never known before. So when I finished writing my last book, I decided to do something with them; firstly because they captivated me and secondly because my children so enjoyed them. My first attempt at translating Da Vinci's stories was an utter failure. This was not because my translation was bad or the stories uninteresting in English, but rather they textually lacked the flow and surprise that Italian is so adept at communicating. Over the next few weeks, I lived with the texts that would not seem to let me be. One day, without thinking, I began to see them in verse. Instantly, I was pleased. Shortly after, I shared some of the poems with my publisher and he encouraged me to continue on and turn the collection into a book. A writer always has at least one audience in mind when creating a work for the public eye. I had two. The first audience was children. Not typical children, but the sort that find pleasure in reading deeper into a story -- those who seek to discover the hidden references and the second meaning that peaks out from behind the curtain of symbols and solitude. The other audience was my colleagues who are artists and poets. This is my gift to them for all the inspiration their work and friendship has provided me.

From the Preface: Most Americans who have studied Latin, with our priests and seminarians included, have employed this method, which they thought was 'traditional'. But as something fully developed, this tradition scarcely goes farther back than 1880; and even in its beginnings it hardly antedates the seventeenth century. In contrast to this method of grammatical analysis, Father Most's textbooks reproduce much of the "natural method" by which children learn their native language. Hence, the significance of Father Most's books is manifestly great for the Latin classes in any Catholic high schools or colleges. So much of our Catholic doctrine and culture have been deposited in Latin that we want many of our educated Catholics to be able to use Latin with ease. But the special significance of Father Most's texts is for the Latin classes in our seminaries. Here the students still have much the same cogent motives to master the art of using Latin with ease as the pupils of the thirteenth or sixteenth century. They need it as an indispensable means of communicating thought in their higher studies, and afterwards throughout life. The objectives (knowledge about Latin and training of mind) and corresponding methods (grammatical analysis and translation) "traditional" since 1880 have taken over in our seminaries; and there too the students have been experiencing an ever growing inability to use Latin.

Father Most's textbooks can contribute much towards revolutionizing the teaching of Latin by bringing back, as the chief objective, the art of reading, writing, and (when desired) speaking Latin with ease." Fr. Most's textbooks can be classed in categories of similar texts, such as Hans Ørberg's *Lingua Latina*, as well as *Ecce Romani* which is a simplification of Ørberg or others which aim to teach Latin not even so much as a modern language, as to teach it by a method more natural to the philosophy of learning Languages. Fr. Most's text follows the view that Latin of the later period is actually more advanced in communicating ideas and is easier to learn than Latin of the classical period, and thus this Second Volume begins the transition with readings and vocabulary from the Vulgate, continuing with the more ancient collects of the 1962 *Missale Romanum*, St. Cyprian and culminating with a reading from the Roman Historian Sallust. This is an excellent text applying the "natural method" with English language instruction to help the student read and understand Latin natively, with numerous vehicles for simplifying the necessary memorization as well as aiding in truly understanding Latin without constant need to look in a dictionary for rudimentary sentences. This is reprinted from the 1960 edition, and follows the presentation of the text found in that edition.

In all six of its volumes *The Broadview Anthology of British Literature* presents British literature in a truly distinctive light. Fully grounded in sound literary and historical scholarship, the anthology takes a fresh approach to many canonical authors, and includes a wide selection of work by lesser-known writers. The anthology also provides wide-ranging coverage of the worldwide connections of British literature, and it pays attention throughout to issues of race, gender, class, and sexual orientation. It includes comprehensive introductions to each period, providing in each case an overview of the historical and cultural as well as the literary background. It features accessible and engaging headnotes for all authors, extensive explanatory annotations, and an unparalleled number of illustrations and contextual materials. Innovative, authoritative and comprehensive, *The Broadview Anthology of British Literature* has established itself as a leader in the field. The full anthology comprises six bound volumes, together with an extensive website component; the latter has been edited, annotated, and designed according to the same high standards as the bound book component of the anthology, and is accessible by using the passcode obtained with the purchase of one or more of the bound volumes. The two-volume *Broadview Anthology of British Literature, Concise Edition* provides an attractive alternative to the full six-volume anthology. Though much more compact, the concise edition nevertheless provides instructors with substantial choice, offering both a strong selection of canonical authors and a sampling of lesser-known works. With an unparalleled number of illustrations and contextual materials, accessible and engaging introductions, and full explanatory annotations, the concise edition of this acclaimed *Broadview* anthology provides focused yet wide-ranging coverage for British literature survey courses. The second edition of this volume includes Chaucer's "To Rosamond," an expanded selection from Sidney's *Astrophil and Stella*, and additional material from Elizabeth I. The new edition also offers an expanded selection from *Paradise Lost* as well as Pope's *Essay on Criticism* and a new Contexts section on transatlantic literary currents.

Working with grammar. Gold. Per le Scuole superiori Working with grammar gold. Gold edition. Student's book. Per le Scuole superiori The Little Gold Grammar Book 40 Powerful Rules for Clear and Correct Writing Maven Publishing

An effective program for preparing to take the TOEFL (Test of English as a Foreign Language) exam, especially for Spanish speakers. Ideal for group or self-study. Answer key is included in this edition. An advanced grammar course, appropriate for pre-iBT, ITP paper-based TOEFL prep and English Teacher Training. Here, for the first time, a unique approach to preparing to take the TOEFL exam--especially for

Spanish speakers. Focused on the Grammar section with five steps, this program also includes strategies for the Listening Comprehension section, guidelines for success in the Reading section, and expert tips and sample topics for the iBT Written Essay. Includes useful appendices for reference. To see useful Amazon book reviews, kindly refer to the listing for "TOEFL Prep for Spanish Speakers", the original book on which this title is based. For info. on all 12 titles in this series, visit www.5steptoeftlprep.com.

Consolidates the Student's Book lessons with targeted practice, unit by unit Additional practice of reading, writing, speaking, listening and use of English skills Extensive grammar and vocabulary practice Complete practice exam in Unit 10 Designed for independent study at home and practice in class Audio for listening lessons available on the Student's App

Teaching English to speakers of other languages (TESOL) requires knowledge of content (grammar, vocabulary, pronunciation) and methods (lesson planning, classroom management). Many TESOL teacher training programs assume that trainees have sufficient content knowledge, and therefore focus on methodology. Unfortunately, the assumption of content knowledge is often a bad one. Many TESOL graduates enter the work force without a sufficient grounding in English fundamentals. You Can Teach Grammar is a self-contained TESOL grammar course book. It covers all the parts of speech and major sentence structures and provides self-practice quizzes to check comprehension. In addition, the book directly addresses common classroom problems associated with each grammar topic. In the classroom, knowledge of the grammar alone is insufficient. Imparting English grammar skills in memorable and meaningful ways can be tricky, particularly for new teachers. For this reason, You Can Teach Grammar includes a variety of teaching ideas for each grammar topic. You Can Teach Grammar is designed as both a course book and a general reference. Its logical layout and detailed indexing make it a useful resource for teachers in the field as well as for teachers-in-training.

Don't Shoot Yourself in the Foot Before You Even Open Your Mouth! The Writing Guide for Professional Speakers. Do you want to become a professional public speaker, someone who gets paid to speak in public about topics you are passionate about? If so, I've got good news and bad news. The bad news is that it's a crowded ole world out there-every Tom, Dick, and Harriet seem to be a "professional" speaker, armed with a book, a blog, and a boatload of subject-matter expertise. The good news is that only a few of these "professionals" can spell or even construct a correct sentence in American English. Look around! If you want to stand out, if you want to impress potential hosts, if you want to get hired again and again, then you have to recognize that your written words will probably be read before your spoken words are heard. In other words, your written words have to be flawless. In *Before You Even Open Your Mouth*, nine-time, award-winning author and public speaker Liz Cousen shares her expertise about how to write to impress. Liz speaks professionally 80-100 times each year, and part of her success, she believes, is the attention to detail she brings to every aspect of her speaking, including her promotional materials. "Punctuation and grammar is easy, and it's fun," she says. "And, since our writing is part of how people judge us, it's important for every professional speaker to know how to write well."

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